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1909/10  
THE BRAVE  
OF THE  
UNIVERSITY OF ILLINOIS

# State Normal School

Maryville, - - - - Missouri

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*Volume V      Number 2*

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*JULY, 1910*

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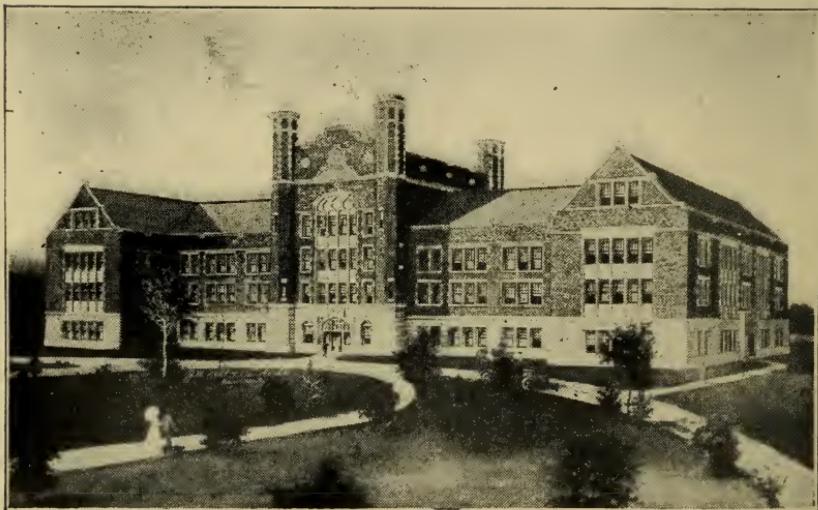
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**State Normal School, Maryville, Missouri**

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### THE NEW ADMINISTRATION BUILDING

Campus of 117 acres. Building 235 by 150 feet, with four stories. Assembly room seats 1,500. Library 115 by 45 feet. Fifty lecture and class rooms, ranging from 20 by 30 feet to 40 by 60 feet. Two large gymnasiums, each 45 by 90 feet. Rest rooms, Y. M. C. A. and Y. W. C. A. rooms, and literary society halls. "A complete school world under one roof."

# *State Normal School*

*FIFTH DISTRICT OF MISSOURI*

*MARYVILLE, . . . . . MISSOURI*

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*Volume V.*

*JULY, 1910.*

*Number 2*

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Announcements for Year 1910-11  
and Bulletin for the Fall Quarter

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## *Normal Calendar*

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Fall Quarter begins.....	Tuesday, Sept. 6, 1910
Fall Quarter ends.....	Friday, Nov. 25, 1910
Winter Quarter begins.....	Tuesday, Nov. 29, 1910
Spring Quarter begins.....	March 1, 1911
Annual Commencement.....	Close of Spring Quarter

## *Holidays*

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Thanksgiving Recess.....	Nov. 24 and 25, 1910
Christmas Vacation.....	Dec. 23, 1910, to Jan. 3, 1911

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*Published by the State Normal School. Issued quarterly. Established  
by Act of General Assembly, 1905. Organized June 13, 1907.*

## *Board of Regents*

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HOWARD A. GASS, State Supt. of Public Schools, Ex-Officio  
ANDERSON CRAIG..... Maryville  
Term expires January, 1911.

WILLIAM D. RUSK..... St. Joseph  
Term expires January, 1911.

HENRY J. HUGHES..... Trenton  
Term expires January, 1913.

O. P. WILLIAMS..... Plattsburg  
Term expires January, 1913.

WILLIAM F. RANKIN..... Tarkio  
Term expires January, 1915.

W. G. HINE..... Savannah  
Term expires January, 1915.

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### **OFFICERS OF THE BOARD.**

ANDERSON CRAIG..... President  
W. A. RICKENBRODE..... Secretary  
JOSEPH JACKSON, JR..... Treasurer

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### **EXECUTIVE COMMITTEE.**

WILLIAM D. RUSK, Chairman.                    WILLIAM F. RANKIN.  
W. G. HINE.                                         ANDERSON CRAIG.

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### **COMMITTEE OF ORGANIZATION AND ADMINISTRATION.**

HENRY J. HUGHES, Chairman.                    ANDERSON CRAIG.  
HOWARD A. GASS.                                    O. P. WILLIAMS

## *Faculty*

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H. K. TAYLOR.....	President
GEORGE H. COLBERT, Dean.....	Mathematics
<u>EMMA GERTRUDE LEAKE</u> .....	Psychology and Pedagogy
THEODOSIA RAINES.....	English
MARTHA M. REID.....	Latin and History
V. I. MOORE.....	Latin and English History
T. H. COOK, American History and Civics, Superintendent of Elementary School.	
J. E. CAMERON, Biology, Physics and Lecturer on Agriculture	
<u>ALBERT HOGAN</u> .....	Agriculture and Chemistry
HETTIE M. ANTHONY.....	Home Economics
EDNA RANDALL.....	Expression and Public Speaking
FRANK J. ZIMMERER.....	Art
W. A. RICKENBRODE.....	Registrar
MARY M. HUGHES.....	Senior Critic Teacher
CARRIE HOPKINS.....	Primary Critic Teacher
KATE HELWIG.....	Assistant in Mathematics
MARTHA B. CLARK.....	Librarian
V. I. MOORE.....	Director of Athletics
W. A. RICKENBRODE.....	Registrar
DOROTHY BEAN.....	Stenographer
C. C. SMITH.....	Custodian of Buildings
R. H. DUNCAN.....	Custodian of Grounds

### LOCATION.

Maryville, the home of the State Normal School of the Fifth District, is situated in the County of Nodaway, at the junction of the Creston-St. Joseph branch of the Burlington railway with the main line of the Wabash from St. Louis to Omaha. Forty-five miles north of St. Joseph, sixty miles south of Creston, ninety miles from Omaha and 300 miles west of St. Louis, it is easy of access from any part of the nineteen counties which comprise the district.

Maryville has a population variously estimated from 6,000 to 7,000. It is celebrated for its beauty as a town and for the public spirit of its citizens. It is a city of homes.

The religious denominations commonly found in this section of the country are represented in Maryville, all having beautiful church houses. The Carnegie Library is a valuable assistant to the Normal School Library. St. Francis Hospital, a splendid institution, conducted by the Good Sisters of St. Francis, assures the best care in cases of serious illness.

A good system of waterworks supplies the city with the best of water, and the well paved streets are lighted by electricity.

While Northwest Missouri is closely dotted with splendid up-to-date towns, Maryville seeks to prove herself worthy to be the home of the State Normal School of the Fifth District.

The Commercial Club, an organization of business men, with the President of the School, is glad to furnish any information or aid to those desiring to locate in the home city of the Normal School for the purpose of educating their children.

### BUILDINGS.

The new building is a complete Normal School plant under one roof. It is situated in the center of a beautiful campus of 117 acres.

The systems of heating, lighting and ventilation are of the most approved character. The ample building with its spacious auditorium, capable of seating 1,500, the lecture halls, department quarters, society halls, rest rooms, large gymnasiums, bath rooms, spacious and perfectly lighted library, and almost innumerable comforts and facilities of arrangements make this spacious structure a "school world" within itself.

Without loss of time or fatigue of travel pupils and teachers will get all their work in one building, remain during the session of the day and have ample opportunity for resting during intermissions, taking lunches, if preferred, and spending the day in a way economical of time and conducive to good work with most pleasant surroundings.

### EQUIPMENT.

The equipment of the school in the new building will be complete in every detail. Each department will have quarters specially designed

for the work to be done, and the furniture and apparatus will be modern and well adapted.

The furniture for the library and school rooms and the seating of the large auditorium have been made special matters of careful selection, and the Home Economics, Training School, Art, Manual Training, Agriculture, Physics, Chemistry and Biology Departments will all be provided with apparatus and equipment demanded by work of the very best character.

#### PURPOSE OF THE SCHOOL.

Realizing that the foundation of good government is an educated citizenship, Missouri, since the earliest days of her history, has devoted herself to the establishment of schools. In common with other states she has realized that the best of educational equipment is not for the few alone, but for the mass of her citizens. To this end not only have rural schools been established in the rural districts, but graded schools have grown into high schools, until Missouri may point with pride to her splendid educational system, and to her schools, beginning with the educated motherhood in the home and ending with her University, Normal Schools and the splendid colleges which have been and are being supported by the various churches.

These schools have sought through the years to keep apace with the educational progress of the world. To this end it is necessary that well equipped and well trained teachers be provided.

That well trained teachers may be had for the youth of the state, in all the schools, from the ungraded rural schools to the University and College, the state has established the five State Normal Schools, the Teachers' College at the University and Lincoln Institute for the Negro.

The function and aim of these schools are to fit men and women for teaching—to give them not only an all-round and well balanced education, but to give them, under the supervision of the best teachers, the opportunity to put into practice the theories of education which they have received in the various class rooms.

While the school seeks to give an all-round education, it ever holds before the student's mind that the knowledge he receives must become that wisdom which is enabled to impart itself to another.

To use a homely phrase, the school aims "to teach teachers to teach."

#### THE LIBRARY.

The Library has been carefully selected with the idea in view of making it most helpful to the student teacher. Each department of the school has its carefully selected reference list of books.

The entire library is new and is being increased steadily as the needs of the work demand. It is especially valuable as a reference or working library, as the books have been selected by the heads of the

departments and the librarian, with the end in view of enlarging and supplementing the work done in each department of the school.

The administration of the library is according to the latest and most approved library methods, inspired by the thought of helpfulness which is the essential element in all true library work.

The librarian is always ready to assist in the use of the Library by finding references or any helpful information required.

In the library are also found the daily city papers and the leading magazines and periodicals to the number of sixty. This list includes literary, scientific, pedagogical and miscellaneous matter of the very best character, and students will find this feature of the library of great assistance in their work.

#### STUDENT ORGANIZATIONS.

The Young Men's Christian Association and the Young Women's Christian Association have each a live and energetic society. While the school is essentially non-sectarian, the President and Faculty are in hearty sympathy with the student organizations that tend to a better moral tone in all the school work and home life.

#### LITERARY SOCIETIES.

Each student is expected to take some part in the work of the literary societies. Abundant opportunity is afforded those who desire to improve themselves by public appearance in debate and other forms of society work.

Under the supervision of the head of the Department of Expression numerous recitals and public entertainments will be given. In these the student body may accustom themselves to appearing before the public.

#### SICKNESS.

Maryville is an exceptionally healthful locality. In cases of sickness, however, every care will be taken of students and their welfare considered. Parents will be notified at once.

St. Francis Hospital assures to any who may need especial attention the best of care and service.

#### OTHER SCHOOLS.

Students desiring to take other work in connection with their Normal studies will find excellent advantages at the Maryville Business College and the Landon Conservatory of Music.

#### EXPENSES.

Each student is required to pay at the beginning of each quarter, or whenever he may enter, an incidental fee of \$6 (six dollars).

The custom of renting books formerly followed by the school has

been abolished by the Board of Regents. The school will no longer supply text books. Each student will purchase his own books.

### BOARD AND ROOMS.

There is no boarding department in the school. Students board at private houses. Good board can be obtained at rates ranging from \$3.50 to \$4.00 per week, including fuel and lights—two persons occupying each room. Rooms can be secured for light housekeeping at reasonable rates. Unfurnished rooms can be secured at rates ranging from \$1.50 to \$3.00 per month, the price varying with the location. A list of boarding places is kept by the Registrar.

The Y. M. C. A. and the Y. W. C. A. gladly render all necessary help in securing board and rooms. Members from these organizations meet all students on arrival and conduct them to homes.

### HOW TO ENTER.

If possible, arrive in Maryville not later than Monday, September 5th. One may, however, enter at any time during the school year.

Arrange for board and room.

Pay tuition fee, \$6.00, to Mr. Joseph Jackson at the First National Bank, southwest corner of square, then come to the Normal building.

Present the receipt for tuition to the Registrar, Mr. Rickenbrode, who will register your name and give you an enrollment card and recitation schedule. Fill out enrollment card and go to the President, who, with the assistance of the Dean will classify you and arrange your study program. Actual class work begins on Wednesday, September 7th.

### DEFINITIONS.

Quarter—A quarter is a session of twelve weeks of five days each.

Year—A year is three quarters.

Unit—A unit is three quarters' work in one subject—five recitations of fifty minutes each per week.

Regents' Certificates (Elementary Certificate)—This is the certificate granted at the completion of the first two years' work of the course of study and is valid in the state for two years.

### CONDITIONS OF ADMISSION.

Applicants for admission must be of good moral character, at least 15 years of age, and must give evidence of sufficient scholarship for entrance.

Entrance requirements are given with the explanation of courses of study.

### ADVANCED STANDING.

Persons desiring to have grades from other schools accepted should present same to the Committee on Advanced Standing and Graduation. Blanks will be furnished for reporting such grades, on application.

Graduates of approved high schools will be given credits based upon the number of units of work approved in those schools by the state superintendent—a maximum credit of ten units in the Normal being given a graduate of a first-class approved high school.

The classification of high schools is that made by the state superintendent of schools.

Work done in academies, colleges and other normals will be given credit upon presentation of certified copy of records or grades.

## COURSES OF STUDY.

### Preparatory.

This course comprises all the work offered which is of a lower grade than that given in the regular Normal course as scheduled below.

Entrance to this course will be granted upon satisfactory evidence of the student's having completed the 8th grade of the public school course.

### Secondary Course.

This course comprises the work of the Freshman and Sophomore years of the schedule in the advanced course.

Entrance to the Secondary course (elementary course as it is designated in the law) will be granted to those who present satisfactory evidence of having completed the grade school and high school courses up to the beginning of Freshman year of the course shown below.

### Advanced Course.

This course comprises the work designated by the schedule below.

Entrance to the Freshman year is the same as that for the Secondary course. Advanced standing in the course will be granted for work when done in accredited high schools, academies, colleges and other normal schools.

### Freshman Year.

First quarter—Algebra second year, Rhetoric second year, Ancient History, Agriculture, Music.

Second quarter—Algebra second year, Rhetoric second year, Ancient History, Agriculture, Art.

Third quarter—School Management, Lit. Readings, Ancient History, Agriculture, Expression.

### Sophomore Year.

First quarter—Plane Geometry, Adv. Rhet. (Exposition and Argumentation), M. and M. History, Psychology, Expression.

Second quarter—Plane Geometry, American Literature, M. and M. History, Psychology, Music.

Third quarter—Philosophy of Arithmetic, American Literature, M. and M. History, Pedagogy, Training School.

#### Junior Year.

First quarter—Home Economics, History English Language, Elective (Ac.), Elective (Ac.).

Second year—Home Economics, (\*) History English Literature, Applied Pedagogy, Elective (Academic).

Third quarter—Home Economics, (\*) History English Literature, Solid Geometry, Art.

#### Senior Year.

First quarter—History of Education, Training School, Ethics, Elective (Academic.)

Second quarter—History of Education, Training School, Elective (Ac.), Elective (Ac.)

Third quarter—Elective (Ac.), Elective (Ac.), Elective, Elective.

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### ELECTIVES.

Academic—Trigonometry (3 quarters), College Algebra (3), Senior English (5), English History (3), Advanced American History (3), Nineteenth Century History (1), Economic History (1), Advanced Civics (2) Latin (3), German (3), French (3), Science (Biology, Chemistry, Physics, Home Economics) (6), Philosophy of Teaching (1), Training School (1). (This quarter of training school may be taken in the Home Economics, Art or Manual Training.)

Specials—Music (3), Expression (3), Manual Training (3), Art (3).

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### GRADUATION.

Eighteen units of work are required for graduation, which must be made up as follows: 11 2-3 academic, 3 2-3 professional, 2 special, and 2-3 additional from the electives which may be either from the academic or specials. A UNIT IS THREE QUARTERS OF WORK of 5 recitation periods of 50 minutes each per week.

The professional subjects are as follows: School management, psychology, pedagogy, applied pedagogy, history of education, philosophy of teaching, ethics, training school.

Eight of the ten quarters of the elective work must be selected from the academic list.

Each girl must take one term of Home Economics if she wishes a diploma.

(\*) Biology, Chemistry or Physics may be substituted for the other two quarters of Home Economics in the junior year.

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(\* ) Male students may substitute Biology, Chemistry or Physics for the Home Economics of the junior year.

Candidates for the life diploma are required to attend at least three quarters in resident work.

The work of the first two years of the above course of study is the minimum requirement for the Regents' Certificate, omitting one quarter each of Music, Agriculture and Expression.

Candidates for the Regents' Certificate are required to attend the Normal at least two quarters.

Students who are candidates for the Regents' Certificate or the life diploma will present credentials and grades to the committee on credentials and graduation.

In order to merit the Regents' Certificate or Life Diploma at least half the grades of the candidate must be "good" or "excellent" (85 per cent or more.)

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### DEGREES.

The following degrees are conferred by the State Normal School of the Fifth District.

(1). Bachelor of Pedagogy (Pd. B.) upon the completion of the full four year's course (18 units).

(2). Master of Pedagogy (Pd. M.) upon the completion of four units of work, prescribed by the President and Faculty in addition to the requirements for Bachelor of Pedagogy—one of the four units must be Pedagogical—(22 units).

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### NOTATION FOR THE COURSES IN EACH DEPARTMENT.

The courses are designated by the letters of the alphabet, as a, b c, d, etc.

The quarter by figures, as 1, 2, 3.

The year of the advanced Normal Course in which the work is usually taken is indicated by the Roman Symbols as I, II, III, etc.

Examples: a-2 indicates second quarter of course "a" of preparatory work.

III-b-3 indicates 3rd quarter of course "b" in the 3rd, or Junior year.

**DEPARTMENT OF EDUCATION.**

The department of education is the most important and most characteristic department of a normal school, for it deals with the distinctly professional side of the training of the teacher.

The aim of this department is to present the fundamental principles upon which all intelligent and successful teaching must be based, and to correlate this with the practical phases of teaching which the student meets in the Training School.

The following courses have been selected and arranged in a definite order so that the relation of each course to the whole plan of professional study may present to the students, as it unfolds step by step, a unified whole, a complete scheme of educational theory and practice which will furnish an intelligent basis for their future guidance.

**School Management.**

I—**a.** School Management. The purpose of the course is to aid the student in solving problems of effective organization and management of a school. These topics and others are presented: The aim of the school; the necessary equipment of the teacher; organizing the school according to the State Course of Study; the first day; classification of pupils; the program; discipline and moral training, including school habits and ideals; the value of play; reviews; examinations and promotions; school sanitation, heating and lighting; seating and decoration; the relation of the teacher to the district, the parents, the pupils and the profession.

Text—(Colgrove's *The Teacher and the School*). Readings from White, Bagley, Seeley, etc. Lectures by teacher. (One quarter.)

II—**b-1** and **2.** Elementary Psychology. (2 quarters.)

This course should be preceded by a study of the structure of the central nervous system as given in physiology.

The aim is to make the student acquainted with the processes of the normal human mind and to train him in methods of psychological observation and study, with particular emphasis on questions of the school room.

Since educational practice is rational in proportion as it is based upon laws of the human mind, this course is of great importance and must precede all other courses in the department of education. Illustrations of the principles and applications to daily school work will constitute an important feature.

The course may well be taken by students not expecting to teach as it has much general culture value.

Text.—Dexter's and Garlick's *Psychology in the School Room*. Outside readings.

II—**c.** General Pedagogy. (1 quarter.)

The students have all attended school and some have taught. Hence this experience is made the basis of discussions.

The aim of the course is to leave the students with a clear general notion of the inductive-deductive thought movements of the mind as applied to teaching.

Special attention is given to the following topics: The aim and meaning of education; the common school course of study; apperception; correlation, its conditions and value; Culture and Epochs Theory and its relation to interest; method-wholes; the formal steps of instruction; interest.

#### III—d. Applied Pedagogy. (1 quarter.)

This course aims to show the students how to carry out the Missouri State Course of Study. Each subject is taken up separately and the best methods of teaching the prominent or most difficult sub-divisions are presented and discussed. Readings from a number of special method text books are required. All results are recorded in an extensive note book for future guidance. This is an exceedingly practical special methods course.

No Text. Lectures.

#### IV—e. History of Education.

The aim of the course is to acquaint the student with the history of educational theory and practice with the especial view of calling his attention to what has been tried and found wanting.

IV—e-1. Laurie's Pre-Christian Education. This deals with the ideals of the ancient nations, and the means used to attain them.

IV—e-2. Hoyt's History of Modern Education and extensive readings in various authorities on the great educators, their philosophies and chief works. Lectures and note books.

#### IV—f. Ethics. (1 quarter.)

Since the aim of our schools is to build character, a course in ethics seems of prime necessity in a normal school. Therefore all seniors are required to take this subject.

The course consists of systematic consideration of concrete examples of conduct such as are met in the daily affairs of life and live questions are presented by students and teacher. It should help the student to form a habit of ethical thinking which amounts to conscientiousness. A careful training of the teacher in discriminating the motives of conduct is useful in the practical settlement of cases of discipline which arise.

The matter of discipline is ever present in a teacher's work. The right sort of discipline can be secured only if the teacher has an ideal of the sort of conduct expected from the pupils and has an under-

standing of the conditions under which the will of the pupils is best directed toward this ideal.

Again the teacher should have a comprehension of the benefits the character may derive from certain lines of work. Therefore the latter part of the course consists of a consideration of the ways in which the subjects in the course of study and the management of the whole school may best contribute to character building.

A teacher must know the application of the highest ethical principles in order to be able to bring them to the aid of the immature mind struggling to free itself in the presence of conflicting duties.

Text—Cabot's Every Day Ethics and inclusive readings.

**g. OBSERVATION AND PRACTICE TEACHING.**

This course consists of a period each day in the Training School spent in (a) observing a critic teacher give a model lesson, (b) observation and subsequent written report according to an outline or (c) teaching a class after written plans have been presented for criticism and accepted by the critic teacher.

II-g. One term is required for a regent's certificate and (IV-g) three terms for graduation. Phychology and Pedagogy should precede the course.

Each student teacher is responsible for the discipline of the class, the appearance of the room and the proper presentation of the lesson.

**The Training School.**

The training department has three well defined purposes: 1. To train students in the art of teaching. 2. To apply sound theories of education. 3. To give the pupils in attendance the best possible instruction and opportunity for development.

The pupils are classified corresponding to the eight grades of the most approved schools. The work is supervised by trained and experienced critic teachers. They are responsible for the progress of the children and the training of student teachers. The special work in music, drawing, manual training, nature study, agriculture, domestic science is under the direction of the heads of those departments in the Normal.

The student-teachers are required to write out plans for the daily lessons. These plans are submitted to the critic teachers and are carefully examined and approved before the lesson is presented.

All students meet for general criticism and instruction once a week and each student meets the critic teacher by appointment as often as necessary.

Illustrative lessons are given by the critic teacher, observed by students and then discussed.

**ENGLISH AND LITERATURE.**

a—Grammar (2 quarters). Text—E. A. Allen.

a-1. Aim is to give the student a practical use of the English language. Study of punctuation, sentence structure, paragraphing, etc.

a-2. Grammatical analysis, composition work (narration), study of simple classics.

b—American Classics (1 quarter) a-2 prerequisite. Two written reports on additional classics required each month.

**Freshman.**

I—c. Rhetoric (2 quarters). Text—Herrick & Damon.

I-c-1 and 2. Sentence and paragraph structure, narration and description, supplementary classics, weekly or bi-weekly themes.

I—d. Literary Readings (1 quarter). I-c prerequisite. Careful study is given to figurative language and prosody. Outside reading required.

**Sophomore.**

II—e. Exposition and Argumentation (1 quarter). I-c prerequisite. Classics from Bacon, Burke, Webster, Carlyle, and Emerson. Criticism, briefs and debates.

II—f-1 and 2. American Literature (2 quarters). b, I-c, and I-d prerequisite.

Development of literature in our own country. Each author is studied not merely as a man of letters but as a step in the development of literature as a whole. Much library work is required.

**Junior.**

III—g. History of English Language (1 quarter).

Careful study of use and development of the English language, critical study of Chaucer and Spenser.

III—h-1 and 2. History of English Literature (2 quarters. Courses

II-f and III-g prerequisite.

A general idea of the different literary ideals found in English literature. The drama, development of romanticism, and the Victorian era are emphasized. A period a day for library work.

**Senior.**

IV-k. The Drama (1 quarter). III-h prerequisite.

Critical study of the rise and development of the English drama. Main emphasis placed on Shakesperean work.

IV—l-1 and 2. The Novel (2 quarters). III-h prerequisite.

Detailed study of the origin and development of the English novel

from the earliest time to the present day. Much intensive outside reading.

IV-m. Chaucer (1 quarter). III-g prerequisite.

IV-n. Tennyson and Browning (1 quarter). III-h prerequisite.

IV-o. Composition (1 quarter) (Juniors and Seniors).

All students whose work is lacking in form or accuracy are required to take this course before a grade will be given in the advanced literature course.

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## MATHEMATICS.

a. ARITHMETIC—(2 quarters. Text—Appleton.

a—1. Fundamental operations, fractions and denominative numbers. Elements of percentage. Special attention is given to the work of fractions.

a—2. Applications of percentage, longitude and time, square root, mensuration, proportion, metric system.

Course "a" is intended to give a thorough review of arithmetic and is the work young prospective teachers need.

b. ALGEBRA—(3 quarters.) Text—(Hawkes-Luby-Touton—1st course.)

b—1. The beginning of algebra. Fundamental operations to factoring.

b—2. Factoring and fractions with practical problems applying the work.

b—3. Simultaneous equations, evolution, exponents, elementary quadratics. Graphs are used throughout the course as an aid to the understanding of the work and problems.

I-c. ALGEBRA—(2 quarters. Freshman year. Text—Wentworth's Elementary supplemented by Hedrick.

I—c-1. Fractional exponents, radicals, imaginary numbers, quadratics.

I—c-2. Ratio and proportion, progressions, logarithms and review.

II—d. PLANE GEOMETRY—(2 quarters.) Text—Bush and Clarke, supplemented by Wells.

II—d-1. Books I and II, in most texts.

II—d-2. Books III, IV and V, in most texts.

II—e. PHILOSOPHY OF ARITHMETIC. This course is especially arranged to consider the subject from the standpoint of the teacher. The fundamental laws of number are carefully studied with reference to their control of the processes used with the number symbols in all kinds of problems.

III—f. SOLID GEOMETRY—Complete. Text—Bush and Clarke.

III—g. TRIGONOMETRY—(3 quarters. Text—Granville.

III—g-1. PLANE TRIGONOMETRY—Trigonometrical functions and their relations, and solutions of right triangles.

III—g-2. PLANE TRIGONOMETRY—Oblique triangles. Laboratory work with instruments, problems in surveying.

III—g-3. SPHERICAL TRIGONOMETRY.

IV—h. COLLEGE ALGEBRA—(3 quarters). Text—Wentworth.

IV—h-1. Symmetry. Quadratic equations, imaginaries, surds, theory of exponents, indeterminate forms.

IV—h-2. Proportions, progressions, binomial theorem, logarithms, permutations and combinations.

IV—h-3. Series, determinates, general theory of equations, etc.

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## HISTORY.

The aim will be to enable the student to interpret society of which he is a part. It will be studied as a connected story of man's life. Method of presenting the subject will be emphasized. The library has fine reference material. Current events will be freely discussed.

a—UNITED STATES HISTORY—(2 quarters.) Text—James and Sanford.

An elementary course designed for the students from the rural school and a review for teachers.

a—1. From early explorations and discoveries to the close of the Revolutionary War.

a—2. From the Revolutionary War to the present time.

1—b. ANCIENT HISTORY—(3 quarters.)

Oriental, Greek and Roman, as given in Wolfson's Essentials in Ancient History.

I—b-1. To the Peloponnesian War.

I—b-2. Peloponnesian War to the end of Greek history. Roman history to the beginning of the Revolution, 133 B. C.

I—b-3. Complete Roman History and begin Mediaeval—to 800 A. D. Foster's Historical Outline Maps of Ancient History are worked out by the student. Much library reading required.

II—c. MEDIAEVAL AND MODERN HISTORY—(3 quarters.)

II—c-1. A review of the rise of the Frankish Kingdom, and Part I as given in Robinson's History of Western Europe.

II—c-2. Part II as given in Robinson to the Ascendancy of France under Louis XIV.

II—c-3. The remainder of Modern History as given by Robinson. Special attention is given to the French Revolution and its effects on Europe.

Text-books—Robinson's History of Western Europe and Trenholme's Syllabus for same, supplemented by Robinson's Readings in European history, abridged edition. Library work on special topics.

III—d. ENGLISH HISTORY—(3 quarters.)

III—d-1. From the early account of the Celts to the close of Edward I's Reign.

III—d-2. From beginning of Edward II's Reign to the end of James II's Reign.

III—d-3. From James II's Reign to the present time.

Text—Walker's Essentials of English History, supplemented by Cheyney's Readings in English History and library work.

The topics that bring out the ideas and principles which had an influence on American History and those periods which prepare the student for the study of English Literature are dwelt upon.

IV—c. NINETEENTH CENTURY HISTORY.

Texts—Judson's Nineteenth Century of Europe, West's Modern History and Robinson's and Beard's Development of Modern Europe. Library work on specially assigned topics.

IV—f. ADVANCED AMERICAN HISTORY.

Text—McLaughlin's History of the American Nation.

Course primarily open to Juniors and Seniors. Presupposes courses b. and c. of Freshman and Sophomore years. Special emphasis laid upon the principles underlying the development of the political life and institutions of the American people.

IV—f-1. From the discovery of America to the end of the Revolutionary War.

IV—f-2. Confederation and constitutional period of the Civil War.

IV—f-3. Civil War to the present time.

Special reports on special topics are assigned to each student and much library work is required.



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### INDUSTRIAL HISTORY.

In addition to the regular courses offered in History we offer a course in Industrial History. It is generally conceded that throughout the grades of the elementary school the child should be given some manual or constructive work to do. This gives him a knowledge of some of the problems that confront real industry as well as an empirical knowledge of the technique of some trade. But he is not in a position to take a comprehensive view of the industrial development of a country while he is still in the elementary school. We therefore outline a course suited for the Junior year and covering one quarter's work. The text book is Wright's Industrial Evolution of the United States.

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### GEOGRAPHY.

#### a—PREPARATORY COURSE—(2 quarters.)

Geography is one of the most valuable branches of the curriculum, as it brings the school into contact with the world and the life and work of the people. The earth will be considered as the home of man and the theater of his work. Commercial and industrial features are emphasized. Geography of Missouri made prominent. The course is a preparation for the regular normal course. Text—Tarr and McMurray.

a—1. Parts I, II, III.

a—2. Parts IV and V.

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### CIVICS.

#### a—PREPARATORY COURSE—(2 quarters.)

State government with that of Missouri as the type. City, town and county government will be included. The relation of the state to the federal government will be discussed. Methods of teaching emphasized.

a—1. Chapter I to VIII.

a—2. Text completed.

Text—Moses' Government of the United States.

#### IV—b. ADVANCED CIVICS—(2 quarters.)

Text—Hinsdale's American Government.

Study and comparison of the United States Government with that of European nations. The origin, nature and forms of government considered. Development of our government, political parties and policies considered. Special attention given to methods of teaching the subject and to its relation to history.

IV—b-1. Chapters I to XXV.

IV—b-2. Chapters XXV to end of text.

**LATIN DEPARTMENT.****Freshman.****I—a. (3 quarters.)**

I—a-1. First Year Latin (Collar &amp; Daniel) to p. 85.

I—a-2. First Year Latin (Collar &amp; Daniel) to p. 150.

I—a-3. First Year Latin (Collar &amp; Daniel) completed.

The main object of the course is to master the inflections of the language. Pronunciation, marking of long vowels, word order and the working knowledge of the principles of Latin Syntax will receive careful attention throughout the year.

**Sophomore.****II—b. (3 quarters.)**

Caesar's Gaelic War will be read throughout the year, either the first four books or their equivalent. The object of the course is to secure a further knowledge of the Latin grammar, the most important Latin idioms and a good working vocabulary. Latin composition once a week.

Texts—Kelsey's Caesar, D'Ooge's Latin Composition, Bennett's Latin Grammar.

**Junior.****III—c-1. First two orations against Catiline. Composition.**

III—c-2. Third and fourth orations against Catiline and Archias. Composition.

**III—c-3. Pompey's Military Command. Composition.**

Text—D'Ooge's Cicero and Composition. Bennett's Latin Grammar.

**Senior.****IV—d-1. Vergil's Aeneid. Books I and II.****IV—d-2. Vergil's Aeneid. Books III and IV.****IV—d-3. Vergil's Aeneid. Books V and VI.**

Careful attention will be given to mythology and the study of meter throughout the year.

Texts—Knapp's Vergil. Guerber's Myths of Greece and Rome. Bennett's Latin Grammar.

**IV—e-1 and 2. Selections from Livy. Books XXI and XXII.**

IV—f-3. Cicero's Essays. De Senectute and selections from D'Amicitia will be read in 1910. Wilkin's Primer of Roman Literature will be studied in connection with the course throughout the year.

Texts—Greenough and Peck's Livy. Rookwood's De Senectute. Bennett's Latin Grammar.

**BIOLOGY AND NATURE STUDY.**

(3 quarters each of Botany and Zoology.)

The work of this department is to give to the student a thorough understanding of the plant and animal kingdoms.

In botany the structure functions and relationships of the most obvious plant organs are studied. Laboratory work will cover the most important problems in plant morphology, physiology and ecology. Field work will give preliminary training in observation and some conception of the activities of plants. Type plants taken from the great groups beginning with the simplest forms are studied to show evolution in plant life. The seed plants offer a large field of study because of their economic importance in relation to agriculture.

In Zoology three kinds of work are considered: Observations in the field of the habits and behavior of animals and their relations to their environment; work in the laboratory, consisting of the study of animal structures and the observation of live specimens in cages and aquaria; work in the class or lecture room where the general application of the observed facts are considered and applied in the classification of animals. Special attention is given to the working out of the life-histories of animals so as to show their relative economic importance. The insect life and bird life offer especial fields of interest to the student who expects to take up nature study in the grades.

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**PHYSICS.**

The student may elect the courses in the order that best suits individual needs upon consultation with the head of the department. As a general procedure it is advised to take the courses in the order offered. The time is about equally divided in quantitative laboratory work and in recitations. Considerable reference work required.

III—a-1. Mechanics of solids, liquids and gases.

III—a-2. Sound, heat, light.

III—a-3. Magnetism, electricity.

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**CHEMISTRY.**

a. A nine months' study of general inorganic chemistry. Time equally divided in laboratory and recitation work. Reference work required.

The course in chemistry will be closely correlated with the courses in agriculture and domestic science. In addition to course "a" such work will be done in organic chemistry as will be needed in the Chemistry of Foods and chemical processes involved in their preparation. Pupils are required to make careful note of their laboratory work and

are expected to present this work in securing grades of standing in this department.

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### DEPARTMENT OF AGRICULTURE.

During the last few years popular interest in Agriculture has increased to such an extent that the subject is now taught in the public schools. Teachers must be trained to meet this requirement, and this course is planned with that end in view. The class instruction is as practical as possible, and so three "double" periods are devoted each week to laboratory or field work, and two single periods to lectures, recitations and quizzes. Considerable reading is required on the various topics and material taken from the text, the library and the numerous bulletins available for this purpose. The course for the regular nine months' session is somewhat as follows:

I—a-1. The greater part of this time is devoted to plant propagation and the botanical side of the subject. Individual work is required in the practice of budding, and in making various kinds of hard and soft-wood cuttings. The nature and requirements of the seed are taken up in some detail, and a short time is spent on physiology and structure, applied especially to the cereals.

I—a-2. The detailed subject of soils is taken up during the winter. The nature and formation of the soil is discussed and considerable time is spent on physics as applied to the soil. Experiments are selected in the laboratory to show the how and why of tillage, what method is best for various soils and crops, and how this is largely determined by the principles underlying the movements of water in soil. Following the study of soils, comes the work in grain judging and grading. The detailed consideration of the habits and requirements of the cereals is also taken up at this time, the lectures being largely supplemented by outside reading and reports. The work of the quarter ends with one or more days spent in making apple and pear grafts—in fact each student must make at least ten.

I—a-3. It is necessary to spend more or less time on horticulture all through the year; the detailed study, however, is made during this quarter. Considerable time is spent on cultural methods, on insect habits, on fungus diseases, and therefore on spraying. A few periods are devoted to milk testing, butter making and allied subjects, and considerable time is spent on other phases of animal husbandry. A number of weeks is given to judging the various classes of stock, and to various subjects, such as feeding, and more or less indirectly to farm rotations and farm management in general. Most of the work in gardening is done at this time, though it continues throughout the year.

Various subjects are considered at irregular times, such as animal diseases and sanitation in general; different phases of forestry; orna-

mental planting on home and school grounds; plant and animal breeding, and such other allied subjects as opportunity offers.

### HOME ECONOMICS.

The purpose of this department is to make capable women in whatever sphere of life they may enter, to develop correct observation, accurate reasoning, generous judgment and an appreciation for the beautiful in nature and art.

#### Junior Year.

1st quarter--Foods, Sewing, Food Products, Chemistry or Physics.

2d quarter—Foods, Sewing, Food Products, Chemistry or Physics, App. Ped.

3d quarter—Foods, Sewing, Home Nursing, Chemistry or Physics, Art.

#### Senior Year.

1st quarter—Foods, Chem. of Foods, Sewing, Hist. of Ed., Tr. School,

2d quarter—Foods, Chem. of Foods, Sewing, Hist. of Ed., Tr. School.

3d quarter—Foods, Chem. of Foods, Sewing, Training School.

#### Course in Detail.

III—a. Foods I. Elementary course.

Lecture and laboratory work and excursions. Practical preparation, composition and nutritive values.

III—a-1. Economic use of fuels; ranges; care of utensils; the cookery of vegetables, cereals, fruits and candy.

III—a-2. Study of proteids, such as milk, cheese, eggs, fish, poultry, meats, study of fats and oils.

III—a-3. Flour mixtures, beverages, salads and ices. For regular students this course must be accompanied by chemistry.

IV—b. Foods II. Lectures and laboratory work. This course elaborates and applies principles established in Foods I.

IV—b-1. Preservation of fruits; canning, jelly making, pickling, study of pastry, fancy bread.

IV—b-2. Sugar work, fancy desserts, cheap cookery, cake, menus, preparation of meals.

IV—b-3. Invalid cookery, waitress course and demonstrations. Prerequisite, Foods I and Chemistry.

III—c. Food products and Manufacture. Lectures, readings, excursions.

This course includes the study of the production and composition

of raw food materials, methods of preservation and adulteration of foods and food substitutes.

#### II—c. Home Nursing.

Lectures and practical work. This course covers the furnishing and care of sick room, administration of medicines, record of symptoms, children's diseases and first aid to the injured.

#### Notes.

Persons who have taken the first two years' work of the course for a life diploma, or persons who have graduated from a first class four year high school are admitted to this course.

If a student has had general chemistry before entering the course he will take physics during the Junior year.

If by the end of the Freshman year a student decides to take the Home Economics course he will take physics during the Sophomore year instead of geometry.

Students who complete this course must have the following work: Psychology, pedagogy, applied pedagogy, history of education, training school.

Any student wishing the regular life diploma, together with the Home Economic diploma, will take such of the required subjects of the life diploma course as are not included in the Home Economic course.

This list will usually be, School Man., 1 qr.; Geometry, 3 qrs.; Jr. English, 3 qrs.; Philos. of Arith., 1 qr.; Training School, 1 qr.; Agriculture, 2 qrs. Total, 12 qrs.

Students taking the life diploma course may make electives in Home Economics.

Any portion of the course may be taken if a life diploma is not desired, provided the student is sufficiently advanced to carry the work.

Any one not working for a diploma in the Home Economics may elect any part of the course.



**DEPARTMENT OF EXPRESSION AND PUBLIC SPEAKING.**

The purpose of this department is to aid the student in the process of self-discovery. The fact is recognized that speakers and readers must be thinkers. Often our most brilliant thinkers are our poorest speakers. The work of the teacher is often hampered by his inability to impart knowledge in a forceful manner. Much time is given to the study of masterpieces in poetry, essay, fiction, oratory and drama.

To train the student to quick, accurate and logical thinking, work is given in conversation, story telling, dramatic interpretation, public speaking, literary interpretation, oratory and debate.

I—a-1. Expression, voice training, conversation, literary interpretation, repertoire.

Text—Blood & Riley—Development of Expression V. I.

I—a-2. Voice training, public speaking, modern drama, reperotire.

Text—Blood & Riley—Development of Expression V. II.

I—a-3. Voice training, conversation, drama, public speaking, repertoire, oratory.

Text—Blood & Riley. Development of Expression V. III.

A second year is offered in critical interpretation of classics and modern drama and literary analysis of selected poems of Browning, Tennyson and Kipling.

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**DEPARTMENT OF ART.**

In this department we will devote the time to academic drawing and painting.

Knowing the need for true expression of the graphic arts in our schools, the chief aim of this department is to help each student to do the work from the form itself, and to develop a proper appreciation for that form.

We do not claim to make finished artists out of each student, but we do wish to give to those with whom we work a clear understanding of the true and the beautiful in art.



**RESUME OF CLASSES OF THE ACADEMIC ART DEPARTMENT.****I—a-1. Drawing.**

Chiefly charcoal practice from simple still forms, in outline and general light and shade.

Composition development in outline and in light and shade; working from simple masses to pictoral subjects.

Sketching from life.

**III—a-2. Drawing.**

Charcoal drawing, more advanced. Careful study of outlines and edges. More complex arrangement of groups. Perspective. Water color painting from simple vase forms. Painting of flowers, fruits and vegetables. Composition correlated with figure posing. Special attention to illustrative elements. Picture study.

**IV—b-3. Advanced Art.**

Water color studies from carefully arranged groups. Theory of color introduced. Color composition. Illustrating. Lettering. Pen and ink sketching. Drawing from casts of antique fragments and figures, both in outline and in shading.

**BUSINESS DEPARTMENT.**

**BOOKKEEPING**—Theoretical and practical bookkeeping will be offered throughout the year. Theory of bookkeeping will be treated by both double and single entry and the application of same to business methods of today. Those wishing to prepare for teaching the subject or otherwise to make use of it as a business proposition will find the work well adapted and profitable. The constant use of such commercial paper as notes, drafts, checks, etc., will make the work extremely interesting and the frequent talks on negotiable paper, contracts, bailments, etc., make the work extremely practical.

**PENMANSHIP**—The time is near at hand when penmanship will be required in all our rural and grade schools. Muscular movement is acknowledged to be the best system for obtaining results, and while improving your writing by this method, you are also laying the foundation for teaching others. All students in bookkeeping are required to take class work in penmanship.

**VOCAL MUSIC DEPARTMENT.**

The course in vocal music is arranged to give practical methods for teaching music in the graded or rural schools, and requires two quarters. The first quarter is devoted to the rudiments, including voice placing, correct breathing, major scales intervals and sight reading in the various keys. The second quarter will be largely advanced sight reading, part songs, minor and chromatic scales.

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### ATHLETICS.

This department seeks to develop robust physical manhood and womanhood and to secure that self-control and leadership which are essential factors in a successful life. It also provides opportunity for co-operative team work, and thus teaches valuable lessons of inter-dependence and mutual helpfulness.

The department will be conducted in such a way as to make manly and womanly conduct and character the primal consideration, as they should be, in all places of educational work.

The two gymnasia in the new building are each 43x90 feet and will be equipped as soon as possible with the best and latest apparatus.

The Athletic Field, with its ball diamond, foot ball field, and beautiful quarter-mile track is one of the best and prettiest in the state.

The school can thus offer in the Department of Athletics most excellent facilities for calisthenics, gymnasium, team and track work.



## *Enrollment*

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Name.	Address.	Name.	Address.
Adams, Ed. R.....	Denver	Busby, Chloe.....	Maryville
Adams, Mildred.....	Guilford	Bushey, Galen.....	Elmo
Airy, Golda.....	Maryville	Burnsides, W. E.....	Savannah
Airy, Neva.....	Maryville	Call, Eva.....	Trenton
Alkire, Elsie.....	Maryville	Cambron Nellie.....	Stanberry
Allen, Maynard.....	Maryville	Campbell, Bertha.....	Barnard
Allen, C. H.....	Albany	Campbell, Horace.....	Maryville
Alley, Ona.....	Mercer	Carmichael, Goldie.....	Pickering
Anderson, Emma C.....	Grant City	Carmichael, Bess.....	Maryville
Anderson, Elsie.....	Stanberry	Carpenter, Dora.....	Maryville
Andrews, Mabel.....	Maryville	Carpenter, Winifred.....	Maryville
Armstrong Mrs. F.....	Maryville	Carpenter, Grace.....	Bolckow
Austin, Lillian.....	Oregon	Carpenter, James.....	Maryville
Bainum, Maude.....	Maryville	Carter, Ida.....	Coffey
Ballenger, Alice.....	Maryville	Carter, Ruby.....	Mound City
Barber, Marie.....	Skidmore	Carter, Marie—Burlington Junction	
Barmann, Laura.....	Maryville	Caywood, Hazel.....	Maitland
Beardsley, Nellie.....	Parnell	Chambers, Samuel.....	Barnard
Beaslin, Mary.....	Stanberry	Clark, Lennice.....	Bolckow
Bent, Guy.....	Maryville	Cleveland, Artie May.....	Cameron
Birbeck, Robert.....	Stanberry	Cline Robert.....	Maysville
Blair, Olive.....	Breckinridge	Clymens, Clara.....	Hopkins
Blackburn, Regina.....	Parnell	Coffelt, Alma.....	Ravenwood
Blodgett, Leland.....	Albany	Colbert, Herschel.....	Maryville
Bond, Lula Pearl.....	Maryville	Collins, Gladys.....	Maryville
Bond, Marie.....	Maryville	Comfort, Mrs. N. M.....	Maryville
Bond, L. E.....	Grant City	Conrad, Nell.....	Maryville
Bond Edna.....	Maryville	Coomer, Eva.....	Hopkins
Bonewitz, Edna.....	Maryville	Cooper, A. H.....	Grant City
Borchers, Earl C.....	Rosendale	Corder, Wavye.....	Rosendale
Bridger, F. T.....	Hopkins	Corrough, Ret.....	Arkoe
Brink, Marie.....	Maryville	Cottrill, Floyd.....	Maryville
Brown, W. E.....	Skidmore	Cottrill, Jeanetta.....	Maryville
Bryant, Charles H.....	Hamilton	Cox, Bessie May.....	Maryville
Buhman, Amy.....	Clarksville	Cox, Nannie.....	Maryville
Burgin, Jewel.....	Albany	Cox, Everly.....	St. Joseph
Burns, Lola.....	Fillmore	Craig Dixie.....	Maryville
Burr, W. H.....	Maryville	Crail, Scott.....	Maryville
Busby, Goldie.....	Elmo	Criss, Len.....	Bolckow

Culp, Ruth.....	Maryville	Gibbany, W. W.....	Albany
Culp, Frank.....	Maryville	Godbey, J. J.....	Burgin, Ky.
Cummings, Donn.....	McFall	Goodspeed, Ruth.....	Mound City
Cummings, Elizabeth.....	McFall	Goodspeed, Edwin.....	Maryville
Curry, Kate.....	Parnell	Graff, Irvin.....	Rosendale
Curtis, Lora May.....	DeKalb	Graham, Lillian.....	Grant City
Daken, Daisy.....	Stanberry	Gray, Fred J.....	Stewartsville
Davenport, Edith.....	Maryville	Gray, Mrs. G.....	Stewartsville
Davenport, Clara.....	Maryville	Gray, Katherine.....	Nettleton
Davis, Edna.....	Orrick	Gray, Edna.....	Maryville
Davis, Beulah.....	Orrick	Gray, Jessie.....	Brimson
Davis, Erny.....	Orrick	Gray, Clara.....	Burlington Junction
Day, Dora.....	Maryville	Gray, Lizzie.....	Burlington Junction
Decker James W.....	Graham	Greene, Etta.....	Oregon
Denny, Julia.....	Maryville	Grimmit, Bert.....	Parnell
Donahue, Nona.....	Maryville	Guthrie, Inza.....	Forest City
Duncan, Mary.....	Dearborn	Hale, Bertha.....	Barnard
Durham, Claude.....	Easton	Hall, Ray L.....	Bolckow
Duryea, Leta.....	Phelps City	Hall, E. M.....	Stanberry
Early, Mrs. Cora.....	Grant City	Hamilton, Gladys.....	Albany
Eckles, Ora.....	Maryville	Hardenberg, Hilda.....	Maryville
Eckles, Myrtle.....	Maryville	Hartman, Clarice.....	Maryville
Edwards, Mina.....	Maryville	Hartman, Dena.....	Maryville
Edwards, Opal.....	Albany	Hartness, Harry.....	Hopkins
Ellsberry, Gertrude.....	Maryville	Hartwell, Basil.....	Maysville
Enyeart, Grace.....	Savannah	Head Chloe.....	Union Star
Epperson, Harry.....	Maryville	Heaton, Edith.....	Albany
Evans, May.....	Bedison	Henderson, Edith.....	Maryville
Everhart, Effie.....	Pickering	Henderson, Effie.....	Barnard
Ferguson, Floy.....	Trenton	Henderson, Delle.....	Maryville
Fine, Ethel.....	Hopkins	Henderson, Maude.....	McFall
Fisher, Grace.....	Maryville	Higgins, Grace.....	Stewartsville
Flemming, Inez.....	Maryville	Holeman, Gladys.....	Parnell
Flenniken, Laura.....	Mooresville	Holmes, Lieber.....	Maryville
Florea, Inez.....	Blockton, Ia.	Holt, Lulu.....	Maryville
Foland, Ray.....	Maryville	Hooper, D. D.....	Sheridan
Fonderman, Clara.....	St. Joseph	Hope, Charles.....	Bolckow
Fordyce, Mary.....	Maryville	Hoshor, Mona.....	Maryville
Foster, Nona.....	Trenton	Hoskins, Bernice.....	Trenton
Francisco, Herbert.....	Spickard	Hoskins, Bessie.....	Trenton
Garrett, Verda May.....	Maryville	Hotchkiss, Alma.....	Maryville
Gates, Myriel.....	Ravenwood	Hotchkiss, Glen.....	Maryville
Gates, John.....	Maryville	Houston, Eva.....	Burlington Junction
Gault, L. O.....	Maryville	Hudgens Bettie.....	Maryville
Gehr, Cora.....	Maryville	Hudson, Nelle.....	Maryville

Hubbell, Mrs. A. M.	Harrisonville	Mathes, Frank S.	Eagleville
Hughes, Edward	Savannah	Melvin, Ruth	Mound City
Hull, Myra	Maryville	Melvin, Ruby	Maryville
Hunt, Barbara	St. Joseph	Metzger, Ethel	Stewartsville
Hutcheson, Letha	Hopkins	Millan, Anna	King City
James, Elma	Albany	Miller, Verdia	Maryville
Johnson, Bonnie	Maryville	Miller, Mable	Maryville
Johnson, Angie	Stanberry	Miller, Vernon	Clearmont
Jones, O. E.	Albany	Miller, Ross O.	Graham
Jones, Lorene	Kingston	Miller, Frank	Maryville
Jones, Clarence	Pickering	Miller, Walter	Maryville
Jones, J. N.	Pickering	Miller, George R.	Eagleville
Keener, Leo	Maysville	Miller, C. A.	Eagleville
Kelley, Ecru	Tarkio	Middleton, Eunia	Bolckow
Kelley, Jean	Craig	Mingus, Eva	Maryville
Kennedy, Minnie	Eagleville	Mingus, Jessie	Maryville
Kibbe, Margaret	Grant City	Mitchell, Harry D.	Maryville
Kinsella, James	Maryville	Morris, Edna	Quitman
Knappenberger Lillis	Bolckow	Morris, Harley	Gallatin
Lacey, W. H.	Maryville	Morris, Vesta	Mound City
Lambert, Fay	Grant City	Morgan, Grace	Worth
Lane, Ulva	Burlington Junction	Mossbarger, Oakland	Dawn
Lant, Cora	Lenox, Ia.	Mossbarger, Ada	Dawn
Lautenbach, Josephine	St. Joseph	Mulholland, Belle	Stanberry
LaMar, Mary	Elmo	Mumpower, Louanna	Kingston
Larmer, Eugene	Ravenwood	Munn, Eliza	Maryville
Lawhead, Belle	Union Star	Murphy, Arthur	Union Star
Lawrence, V. T.	Braddyville, Ia.	Murray, Vada	Denver
Lee, Dollie	Maryville	Murrin, Charlotte	Maryville
Lee, Lucy	Maryville	Mason, Mable	Maryville
Leffler, Helen	Maryville	McClurg, Carrie	Pickering
Liggett, Elsie	Stanberry	McComb, Hazel	Wilcox
Livengood, Lowell	Elmo	McDonald, Dollie	Quitman
Lorance, Ruby	Maryville	McDougal, Margaret	Maryville
Lowe, Edith	McFall	McClintock, D. N.	Kingston
Luce, Cornelia	Maryville	McCrorey, Basil	Lathrop
Luchsinger Elizabeth	Hempstead	McGinnes, Bernice	Maryville
Lukens, Glenn	Cowgill	McElroy, Daisy	Fillmore
Lyle, Alma	Parnell	McGrew, Roy	Graham
Lyle, Gertrude	Parnell	McKee, Winifred	Excelsior Sp'gs
Marquis, Maude	Maryville	McLeod, Carrie	Albany
Marsh, Edith	Hopkins	McPherron, Myrtle	Stanberry
Massie, Alma	Hopkins	McKnight, Mary	Elmo
Masters, Ralph	Bedford, Ia.	Nash, Vira	Maryville
Masters, Chloe	Maryville	Nash, Della	Hopkins

Nash, Mable.....	Sheridan	Riggins, Elva.....	McFall
Neff, Homer.....	Maryville	Richgs, Bertha.....	Maryville
Neff, Clara.....	Maryville	Rigney, Cena.....	Albany
Nicholas, Wilma.....	Maryville	Ringgold, Jennie.....	Hopkins
Nixon, Myrtle.....	Maryville	Ritchie, Hazel.....	Maryville
Norman, W. A.....	Ludlow	Roach, Fred.....	DeKalb
Northcutt, Bertha.....	Maryville	Rodgers, Eva.....	Stanberry
Nunnelley, Nellie.....	Maryville	Rogers, Cora.....	Mooresville
O'Brien, Grace.....	Maryville	Rodman, Vera.....	Burlington Junct.
O'Brien, Edith.....	Jameson	Ross, Will.....	New Hampton
Ogden, Mary.....	Maryville	Ross, Pearl.....	Moberly
Oliphant, Leila.....	Pickering	Ross, Claude F.....	Gentry
Olson, Harry S.....	Red Oak, Ia.	Rowlett, Bess.....	Maitland
Orcutt, Alice.....	Maryville	Rowlett, Allen.....	Maitland
Orcutt, Mary.....	Maryville	Rush, John E.....	Maryville
Ordnung, L. F.....	Savannah	Russell, Beula.....	Hopkins
O'Riley, Violet.....	Maryville	Saville, Mayhew.....	Grant City
Parcher, Phillip.....	Maryville	Sawyer, Willie.....	Maryville
Parr, Pauline.....	Hamilton	Sayler, Phillis.....	Maryville
Partridge, Myra.....	Maryville	Scott, Jessie V.....	Maryville
Partridge, Dale.....	Maryville	Schaffer, Effie.....	Conception
Patterson, Edith.....	Maryville	Shafer, Pearl.....	Forest City
Patterson, Estell.....	Maitland	Sharp, Getha.....	Union Star
Patterson, Mecca.....	Union Star	Sherer, R. L.....	Grant City
Patterson, Hattie.....	Maryville	Shipps, Bernice.....	Maryville
Patton, Fannie.....	Trenton	Shinall, H. C.....	Graham
Peery, Lenora.....	Albany	Shipps, Florence.....	Maryville
Peery, Flora.....	Brimson	Shutters, F. E.....	Albany
Peery, Homer.....	Brimson	Simons, Celia.....	El Paso, Tex.
Pence, Bertha.....	King City	Skelton, S. W.....	Hatfield
Peppers, Myrl.....	Parnell	Skinner, Eunice.....	Maryville
Perrin, Lona.....	Maryville	Smallwood, Bessie.....	Oregon
Peters, Gertrude.....	Ravenwood	Smith, Elsie.....	Maryville
Peterson, Charles.....	Worth	Smith, Stella Q.....	Maryville
Pierce, Albertina.....	Union Star	Smith, Willard.....	Martinsville
Powell, Robert.....	Maryville	Smock, Nettie.....	Maryville
Potter, Edna.....	Avalon	Snell, Nona.....	Mound City
Pugh, Laura.....	Maryville	Snell, Carrie.....	Mound City
Pugh, Grace.....	Maryville	Snipes, Roy.....	Martinsville
Ramey, Ruth.....	Maryville	Somerville, Geo. W.....	Princeton
Ratliff, Pearl.....	Stanberry	Starr, Emma.....	Maryville
Ray, Alice.....	Maryville	Steinman, Lillie E.....	Albany
Ray, Bessie.....	Albany	Stanton, Floyd.....	Faucett
Reynolds, Iva.....	Breckinridge	Stevens, Elsie.....	Phelps City
Rice, Senora.....	Albany	Stevenson, Jennie.....	Oregon

Steele, Susie.....	Albany	Watson, Mary.....	Maryville
Strader, Ralph.....	Maryville	Watson, Raymond.....	Maryville
Streeter, Blanche.....	Sheridan	Ward, Maude.....	Stanberry
Stubblefield, Ethel.....	Kingston	Ward, Iva.....	King City
Sutton, Esta.....	Albany	Ward, Orville.....	McFall
Swearenger, Nellie.....	Bedison	Ward, Julia.....	Skidmore
Taylor, Clyde.....	Bolckow	Waugh, Carrie.....	Grant City
Taylor, H. K., Jr.....	Maryville	Webb, Blanche.....	Missouri City
Taylor, Emma Lee.....	Maryville	Webb, Verdie.....	Missouri City
Taylor, Virginia.....	Hale	Welch, Chester.....	Albany
Taylor, John C.....	Maryville	Wells, Vera.....	Ravenwood
Thompson, Gladys.....	Barnard	Wells, Golden.....	Ravenwood
Thorne, Arlena.....	Savannah	Wendle, Gladys.....	Kidder
Todd, Lulu.....	Maryville	Wiley, Glade.....	Hopkins
Todd, Helen.....	Maryville	Williams, Grace.....	Maryville
Todd, Matilda.....	Turney	Williams, Blanche.....	Maryville
Todd, George C.....	Turney	Wilson, J. B.....	Edgerton
Totterdale, Anna B.....	Maryville	Wilson, J. Edith.....	Maryville
Trosper, Bernice.....	Breckenridge	Winslow, Maude.....	Ravenwood
Trotter, Ruby.....	Jameson	Whitehead, Eva.....	Maryville
Turner, Edna.....	King City	White, Bertha.....	Maryville
Vance, Valeda.....	McFall	White, C. D.....	Maryville
Van Buren, Harriet.....	Maryville	Wood, W. L.....	Maryville
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Van Horn, Angie.....	Maryville	Wood, Bessie.....	King City
Wachtel, L. F.....	Graham	Wood, Georgia.....	King City
Waldeier, Angie.....	Parnell	Woodward, Clayton.....	Maryville
Walker, Mary E.....	Platte City	Wray, Nellie.....	Maryville
Walton, G. G.....	Stithton, Ky.	Wright, Charlotte.....	Union Star
Walton, E. S.....	Stithton, Ky.	Wyatt, J. B.....	Rosendale
Walton, Laura.....	Quitman	Yeaman, Gladys.....	Maryville
Walton, Emma.....	Stanberry	Yeaman, Ernest.....	Maryville
Warren, John L.....	Faucett	Young, Guy.....	Maryville
Watson, Harvey.....	Maryville	Young, Inza.....	St. Joseph
		Zeliff, L. A.....	Mound City











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